

STUDY ON PREVENTION AND EDUCATIONAL INTERVENTION STRATEGIES OF STUDENTS' DELINQUENCY

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Abstract: Students as the flowers of the motherland, is a country and the hope of social development, is the helm of the wheel of destiny of a nation. Therefore, to ensure the healthy growth of students is not only the important responsibility of their parents, but also the whole society should work together to complete the task. In today's Internet era, with the collision of various cultural thoughts and the serious invasion of foreign cultures, students are easily attracted by bad things due to their shallow social experience, and tend to break the law and commit crimes. In the face of the worsening trend of student crime, only by taking practical measures to prevent and intervene, can we effectively reduce the crime rate of students. Based on this, this paper analyzes the decision-making of students' illegal and criminal behaviors, draws the conclusion that impulsive decision-making style is the main cause of students' illegal and criminal behaviors, and then gives the prevention and education intervention strategies of students' illegal and criminal behaviors.

Keywords: Students; Illegal and criminal behavior; Crime prevention; Educational intervention; Strategies

1 INTRODUCTION

The importance of students as the future of the motherland and the hope of the nation is self-evident. In the context of today's global integration, China's social development has entered a period of deepening reform by the whole people, and various contradictions continue to emerge, which bring many risks and challenges to the healthy development of students.

Students as a special group, especially primary and secondary school students, are minors, their mind is still in the stage of development, has not yet established a correct outlook on life, values and world outlook, if it can not be correctly guided, it will directly push up the crime rate of students[1]. The reason is that students are determined by their physical and psychological characteristics. Most of them have the characteristics of strong curiosity, strong imitation, psychological immaturity and easy impulse, which provide convenience for illegal crimes. As can be seen from the White Paper on Juvenile Procuratorial Work in 2022 issued by the Supreme People's Procuratorate (Figure 1), from 2020 to 2022, 37,681, 55,379 and 49,070 juvenile criminal suspects were investigated and arrested by procuratorial organs, respectively. 54,954, 73,998 and 78,467 minor criminal suspects were investigated and prosecuted, respectively, showing an overall upward trend. In 2022, the number of people who accepted investigations and arrests and those who accepted investigations and prosecutions increased by 30.2 percent and 42.8 percent, respectively, compared with 2020. It can be seen that the prevention and education intervention strategy for students' illegal and criminal behaviors is a very difficult task.

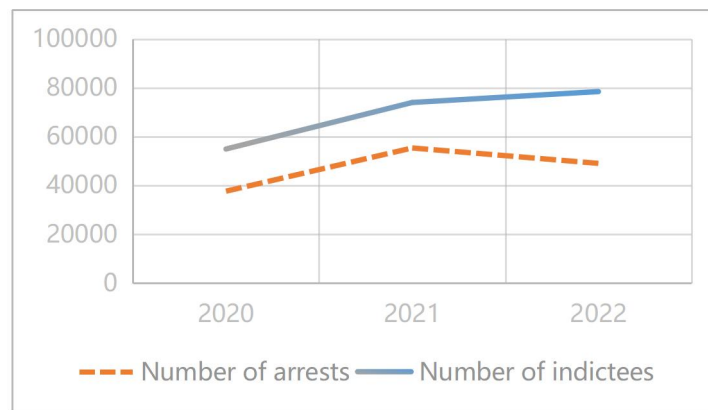


Fig.1 Juvenile delinquency in 2020-2022

2 DECISION ANALYSIS OF STUDENTS' DELINQUENCY BEHAVIOR

Whether the criminal behavior decision is rational or impulsive has always been the focus of research[2]. This paper uses the dual system theory to combine the rational decision and impulsive decision to bridge the debate between rational decision and impulsive decision.

Dual system model refers to the human thinking system is not a single, is composed of two different but interrelated thinking systems, called double system thinking model, referred to as double system model. One kind of thinking system is a quick and easy reaction system, which generally makes judgments based on intuition and is easy to make impulsive decisions[3]. The other is slow and laborious, based on rational calculation and thinking, and the decisions made are rational decisions. In this paper, the two systems are named System 1 and System 2 respectively. The operation of system 1 is controlled unconsciously and does not require willpower effort, while the operation of system 2 is controlled consciously and requires willpower effort, and the attention is shifted to the mental activity. On this basis, this paper introduces the cold/hot mode of criminal decision making to analyze the decision-making style of crime.

2.1 Research Methods

The formation of decision-making style is inseparable from the individual's cognitive characteristics, ways of thinking, values and ways of dealing with problems. It is formed in long-term social practice and has a variety of different types[4]. This study mainly discusses the characteristics of decision-making style of criminal students, probes into the influence of different decision-making styles on criminal decision-making, and gives preventive strategies on this basis.

2.1.1 Object of study

The subjects were selected criminal students aged 14-22 in a prison who could read and answer questionnaires independently. A total of 300 questionnaires were distributed and 293 valid questionnaires were recovered, with an effective rate of 97.6 percent.

2.1.2 Research Tools

The general decision style scale was selected, with a total of 25 questions and 5 sub-dimensions, namely: rational type, intuitive type, dependent type, impulsive type and escape type. The five-point Likert scale was used, with the score from 1 to 5, increasing step by step from strongly disagree to strongly agree. After testing, the reliability of the decision style scale in this study is 0.86, and the reliability of the five subscales is 0.74, 0.67, 0.69, 0.78, and 0.72, respectively. The scale standard meets the test requirements.

2.2 Research Results

2.2.1 Statistics of demographic variables

The demographic variables of the experimental sample of criminal students are shown in Table 1 below.

Table 1 Statistics of demographic variables

		Proportion by percentage %
Gender	male	73.9
	female	23.1
Being an only child	is	36.6
	no	63.4
Level of education	Primary school	11.6
	Junior high	59.9
	High School	21.2
	Junior College	5.7
	Bachelor's degree or above	1.5
Number of crimes	1	82.8
	2 times	10.6
	3 and more times	6.6

2.2.2 Common method bias analysis

In order to control the common method bias, the Harman single factor test was used to perform the common variance test. The results showed that the unrotated first factor only explained 24.82% of the total variance, but did not account for 40% of the total variance. This indicates that there is no significant common method bias in the data of this study.

Gender differences in decision-making styles of criminal students

The gender differences in decision-making styles of criminal students are shown in Table 2 below. In the comparison of decision-making style types, dependent subjects showed significant gender differences ($t = -2.58$, $P < 0.05$), and female subjects had more dependent decision-making styles than male subjects.

Table 2 Gender differences in decision making styles of criminal students

	male	female	t	p
Intellectual type	3.71± 0.86	3.73± 0.91	- 0.97	-.333
Intuitive type	3.57± 0.89	3.73± 0.91	- 1.90	0.058
Impulsive type	3.22± 0.95	3.23± 0.91	- 0.97	-.333
Avoidant type	2.95 ± 1.07	3.07± 1.12	- 1.90	0.058
Dependent type	3.49± 0.93	3.59± 0.94	- 2.58 *	.010

2.2.3 Correlation analysis of decision-making style and criminal decision-making

To investigate the degree of correlation between juvenile delinquent decision-making style and criminal decision-making, Pearson correlation was used for analysis. This is a commonly used statistical method to measure the strength and direction of the linear relationship between two variables. Pearson's correlation coefficient (r) is calculated by:

$$r = \text{cov}(x, y) / (\sigma_x * \sigma_y) \quad (1)$$

Where $\text{cov}(x, y)$ represents the covariance of X and Y, σ_x and σ_y represents the standard deviation of X and Y.

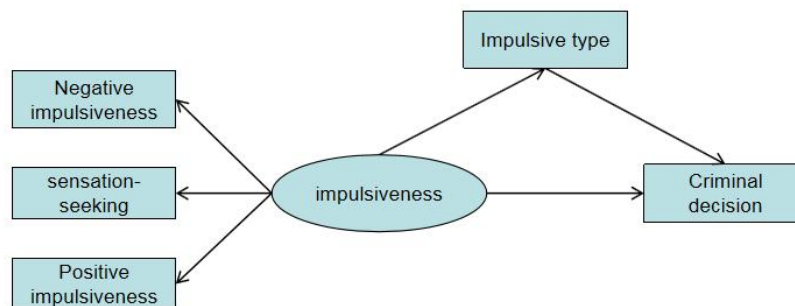
The analysis results show that there is a significant negative correlation between rational decision-making style and criminal decision-making ($r = -0.17$, $P < 0.05$), indicating that the more rational people are, the less likely they are to make criminal decisions. Intuitive style was significantly positively correlated with criminal decision making ($r = 0.13$, $P < 0.01$), indicating that people who make decisions based on intuition or impulse are more likely to make criminal decisions, as shown in Table 3 below.

Table 3 Correlation analysis between decision style types and crime decision making (N=293)

	Intellectual Style	Intuitive type	Impulsive type	Avoidant	Dependent type	Criminal decisions
Intellectual type	1					
Intuitive type	0.26**	1				
Impulsive type	-0.03	0.60**	1			
Avoidant	0.05	0.46**	0.58**	1		
Dependent type	0.21**	0.48**	0.41**	0.57**	1	
Criminal Decisions	-0.17*	0.13**	0.17**	0.10*	0.06*	1

2.2.4 Model verification

In order to verify the influence of crime decision-making style on crime decision-making in the hypothetical model. The rational factors, rationality the data of intellectual decision-making style and criminal decision-making were imported into the software Amos21.0 for model verification, and it was found that the mediating effect of rational decision-making style was not valid[5]. However, impulsive decision-making style has significant mediating effect, and the model fits well. The mediating model of impulsive decision-making style is shown in Figure 2 below. From this, it can be seen that impulsive characteristics can affect impulsive decision-making style, and then affect students' criminal decision-making. Among them, negative impulsivity, sensation seeking and positive impulsivity have significant influence. The results suggest that the prevention of juvenile delinquency should not only prevent emotional impulsivity and sensation-seeking, but also prevent the formation of impulsive decision-making style.

**Fig. 2** Mediating model of impulsive decision-making style

3 DISCUSS

Through the above analysis, it can be seen that students with impulsive decision-making style rarely analyze rationally before acting, and often make decisions in the heat of the moment, just to satisfy momentary material or psychological needs, without considering the consequences of criminal behavior. A number of studies have found that impulsivity is a major feature of criminal behavior, and impulsivity can not only directly affect criminal decision making, but also indirectly affect criminal decision making through impulsive decision-making style. This suggests that to prevent and control juvenile delinquency, we should not only strengthen students' self-control and reduce the influence of impulsivity, but also cultivate their rational decision-making style and reduce impulsivity decision-making style to reduce the risk of impulsivity crime.

3.1 Strengthen Value Rationality Education

Value rationality means that if people have any demands, they need to obtain them through legitimate ways in line with laws, morals and social norms, which is the embodiment of value rationality. Obviously, the way to satisfy the needs of criminals is not through the legitimate way in line with the law, morality and social norms, on the contrary, through the illegal way in violation of the law, morality and social norms, which does not reflect the value rationality[6]. The perpetrator lacks the correct guidance of value rationality, and only makes decisions under the guidance of instrumental rationality. Even rational decisions can only be dominated by criminal rationality. This kind of criminal rationality lacks the correct guidance of value rationality, as well as the minimum legal rationality and moral rationality. Therefore, moral rationality is the rationality that must possess basic moral values and act in accordance with them. If students lack the correct value rationality, it is easy to lead to criminal choice, so it is necessary to strengthen the education of value rationality.

3.2 Strengthen Money Value Education

The lack of money education for students is an important aspect that leads students to obsess over money. Of course, the rapid development of economy and society, in the materialistic society, the dazzling material stimulus and the unrestrained life of the rich spend money, all become the stimulus factor for students' money values[7]. The scarcity of money is the root of many crimes. In this regard, parents and teachers should teach children the correct money concept from an early age. First of all, train students to have a correct understanding of money, to understand that money is to serve people, do not excessive need and possession of money; Secondly, train students to have the right money emotion, finally, train students the right money behavior, to get money in the right way, put an end to the idea of getting money without effort, but not through criminal means to get money, otherwise it will not only cause harm to others, society, but also take on their own future.

3.3 Strengthen Emotional Education

Emotional education refers to the education that cultivates students' emotional intelligence and improves students' emotional management ability[8]. Emotional intelligence, or EQ for short, refers to the ability of individuals to identify their own and others' emotions, express emotions, evaluate emotions, properly manage emotions, and be self-motivated. The rapid development of society has led to increasing pressure on students, and emotional problems have become more and more prominent. If students' emotions are not properly guided and can not be dealt with normally, it is easy to lead to problem behaviors, and serious ones may develop into criminal behaviors. Therefore, strengthening emotional education in schools, enhancing students' emotional management ability and improving students' emotional intelligence are important measures to prevent students' impulsive crimes. In this regard, schools can carry out various activities to improve the emotional management ability, increase the campus culture of positive emotions, strengthen mental health education, provide mental health counseling, etc., to enhance students' emotional management ability and impulse control ability. For example, schools can strengthen students' mental health counseling, and improve students' emotional management ability and impulse control ability in the form of individual counseling or group counseling.

3.4 Strengthen Cognitive Education

Cognitive education can help adolescents establish a set of internal self-regulation system, regulate and control their own behavior, and guide their behavior in specific social situations[9]. After the self-regulation and control system is fully developed, adolescents can consciously restrain the instinctive impulse, relieve the psychological conflict caused by the instinctive impulse or repression, actively adjust the relationship between themselves and the environment, maintain sanity, and achieve self-balance. In juvenile delinquency, there are many examples of wrong decisions caused by cognitive bias, such as exaggerating negative information and increasing negative emotions; Hostile bias towards others' behavior; Tendency to external attribution, failure to reflect on one's own problems, etc. Schools and families need to strengthen cognitive education in the education process, pay attention to understand the cognitive characteristics and cognitive biases of adolescents, and give cognitive correction in time. The strategies of cognitive education can

include information provision, cognitive reconstruction, etc.

Among them, information provision refers to when teenagers do not have a comprehensive understanding of the whole process of the event, but only a plot, it may be taken out of context, resulting in wrong understanding of the event[10]. Just like the blind person feeling the elephant, they can't look at the event comprehensively, so they may make mistakes in judgment or decision-making. Therefore, the most direct way to correct the cognitive bias is to provide as comprehensive information as possible. When teenagers can get different aspects of information, they will reduce the cognitive bias and increase the rational judgment of the event. Cognitive reconstruction refers to breaking the existing cognitive mode, reconstructing the cognitive mode, and thus changing the way of one's own cognition. The simplest form of cognitive reconstruction is to change the way we have known things in the past, from negative to positive. Cognitive reconstruction mainly includes two ways: scene reconstruction and transferential reconstruction, both of which resolve inner conflicts and form a positive mentality through positive psychological suggestion.

4 CONCLUSION

To sum up, crime is an extremely complex social phenomenon, and the factors that affect students' decision-making on crime are also very complex. Through the decision-making analysis of students' illegal and criminal behaviors, this paper concludes that impulsive decision-making style is one of the main reasons leading to students' illegal and criminal behaviors. On this basis, it puts forward some educational intervention strategies for students' illegal and criminal behaviors by strengthening value rationality education and strengthening emotional education. On the whole, since students' illegal behavior is a very complex process, this paper analyzes students' illegal behavior decision-making, which cannot cover all crime types and influencing factors. Further research on different crime types is needed in the future research process, so as to obtain more targeted education intervention strategies.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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